I. Advising (Part 1)
   a. The new forms for academic probation look different so do not be alarmed if students come to you with a form you do not recognize.
      i. The form is meant to be easier for students and faculty to understand.
      ii. There are some new rules meant to help students get off academic probation so please familiarize yourselves with them.

II. Pre-requisites
   a. We can program CS to check for pre-reqs with the exception of 214.
      i. 214 is a problem because there the requirement can be met in a variety of ways
      ii. 214 is coming back to bite students at graduation or sometimes after so please make sure you check that your students have met this requirement.
   b. Coordinators, please let us know if there are courses you would like to have a pre-req programmed into.

III. J. Holland – Finding solutions for mass communication
   a. Up and running with Slack
   b. Still searching for a place to archive as it must happen separately from Slack.

IV. Executive Orders
   a. EO 1100 revises GE. We are currently out of compliance in area A as the EO mandates that we only have 9 units in that area. We currently have 12 units because of A4 (214/215). Thus, A4 must go away.
      i. No one on campus wants our students to have less writing.
      ii. How do we continue to provide our writing sequence while also complying with the EO?
         1. There are various committees on campus working on this and there is also growing backlash among the CSUs refusing to comply.
         2. The CFA now has a passes a resolution against the EO claiming it is overreach because the curriculum is owned by the faculty.
   iii. We have a solution!
      1. The EO also stipulates that area E be credit bearing which we now utilize as an overlay. The Provost wants area E to become a mandatory 1st year experience course.
2. Our idea is to move 214/215 into area E and re-write the course to include 1st year experience learning outcomes to make it fit the Provost’s idea.
3. Jennifer Trainor and Sugie are working on writing up the proposal to present to CWEP.

V. Graduation Rates (referring to the handouts)
   a. Our funding from Sacramento is tied to our performance and graduation rates.
      i. SF State’s rate is around 51% (near the national average)
      ii. SF State’s time to degree is 6 years for first time freshman and 4 years for community college transfers
      iii. The goal is to increase the graduation rates by 15%
   b. LCA is slightly above the university average
      i. As a department, English is doing better than the college and university as a whole.
   c. We have a goal to narrow, if not, eliminate the “opportunity gap” for underrepresented minors.
   d. There are two main academic reasons students give for taking a long time to graduate.
      i. Students can’t get into the classes when they need them
         1. This isn’t really a problem in our majors
      ii. Advising – Students aren’t receiving enough advising

VI. Advising (Part 2)
   a. Several years ago, the campus would hold “advising days” where classes would be cancelled but students could come in for advising. This went away and is now impossible to bring back.
   b. However, during the Week of November 27th – December 1st, the college wants to hold an advising event that also includes an introduction to the major.
   c. What do we want to do?
      i. Program coordinators schedule specific advising hours for this week and send them to the office so we can let the college know
      ii. On the Thursday of this week, we will hold a “So you want to be an English major?” event in HUM 485.
         1. Starting every hour from 10-2 we will give short 10 minute presentations on the major.
         2. Staff will work shifts at the door or in the lobby to bring students in.
         3. We will be contacting coordinators to run one of these 10-minute talks in the next few days.
VII. Some notes on advising
  a. We have a 1st year composition guide that acts as an advising guide after 114.
     i. We could implement this into our classrooms to reach more students
  b. If we aren’t doing something in the 1st two years of the student’s college experience then these students will never make it to the major.
  c. At the very least, we should be using the classroom as a place where we can point our students toward advising.
     i. Possibly taking 15 minutes out of class to address what the students need. Asking, “What’s next?”

Meeting adjourned